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ABSTRACT

A 4-year study was conducted to determine whether the selection criteria for entrance into the 17 Regional Vocational Technical Schools of Connecticut were fair to all applicants of various races and both sexes and predictive of students' success in school programs. The evaluation process consisted of reviewing and applying students' grades and attendance records in previous schools, evaluating the scores on a reading and mathematics test, and conducting interviews. A random sample of three entering classes, those of 1977, 1978, and 1979, were followed for 4 years. Achievement data were collected on each student in order to relate their achievements to the admission criteria. Findings of the study included the following: (1) admissions criteria were not purposefully or inadvertently discriminatory against any race or either sex; (2) students who were accepted into the school were academically superior to those turned down; (3) the best predictor of scholastic success was the interview, while grades and tests were moderately good predictors; (4) admission scores were moderately good predictors of academic grades but were unable to indicate trade grades; and (5) admissions criteria were of little value in predicting success after graduation. The study concluded that the admissions criteria and procedures were fair and equitable and should be continued, with most of the elements in about the same proportional value as had been applied in the past. An additional recommendation was made to search for a predictor of job-skill potential, especially for special needs students. (KC)

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A STUDY OF THE ADMISSIONS CRITERIA OF CONNECTICUT'S REGIONAL VOCATIONAL TECHNICAL SCHOOLS. PHASE III.

FINAL REPORT

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Prepared for

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL PROGRAM PLANNING AND DEVELOPMENT
HARTFORD, CONNECTICUT 06115

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FINAL REPORT

R.W. Whinfield

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FORWORD

One cannot work on a project for four years without developing some strong feelings, positive, negative or both. For me, it has been a most pleasant experience as well as very instructive.

Connecticuts Regional Vocational-Technical Schools are unique in the country. It is essentially a state system of high schools which have as their mission, the preparing of workers in the fields of trades and industry. As state supported institutions they stand as a recognition by the states legislators of the significance of industry to the economy of the state.

The schools have their roots in the early nineteen hundreds, and through the years have grown and modified to be consistant with the times. At the time this study was begun, the federal government had developed a series of educational expectations in regard to providing services to previously disenfrachised groups; minorities, women, handicapped and other disadvantaged. Those expectations were supported through rigorous administration of civil rights laws and related regulations.

The Regional Vocational-Technical schools took their responsibilities to these groups seriously. They had a problem, however, that other public high schools did not have. The Regional Vocational-Technical Schools had selective admission, and they wished to maintain a high quality student body and at the same time provide adequate opportunities for the various groups of students.

A carefully designed set of admission criteria was developed and implimented. But to be sure that they functioned in appropriate ways they initiated the research project reported here.

The work has been satisfying. The results give credence to the admission criteria and the process. Through the activities associated with the study, many new friends were made and insights into a rather remarkable educational system were gained.

All the experience associated with the project were positive. On no occassion was there any interference or effort to control any activity. The cooperation of the guidance counselors in each school was supurb. The records, with few acception were well maintained and easily accessible. Special thanks must go to Daniel Keefe of Kaynor Regional Vocational-Technical School in Waterbury. His help in initiating the project, in giving continually good advice, in making data, records and other information available was vital to reaching the goals of the project.

There were dozens of other persons who gave support and help. To begin listing them would not permit a conclusion. Just one other special helper must be mentioned, Charlene Pepin, who worked on the project from beginning to end, and handled all those little details which are necessary in a research project such as this. Her tolerance, patience and efficiency kept the project on track. And to all my friends in the Regional Vocational-Technical Schools -Thanks!!

Richard W. Whinfield
Project Director,
June 30,1982

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1. INTRODUCTION

This report is the culmination of four years of study of the admissions practices of Connecticut's Regional Vocational Technical Schools. Three entering classes were included in the study, those of 1977, 1978, 1979. They were all followed through the school, for a four year period and the 1977 group followed one year after leaving school.

1.1 STATEMENT OF THE PROBLEM

Various laws, rules, regulations and special programs have been aimed at giving equal educational opportunities to all persons in our society. In this case, equal opportunity for entry into the programs of the Regional Vocational Technical Schools of Connecticut was studied.

The school system devised a process for admission which it felt would permit equal opportunity to all, and particularly to the various races and both sexes. The process consisted of the evaluation of an applying students grades and attendance in his previous school, the scores on a reading and math test, and an interview. Since almost twice as many students applied to the schools as were admitted, this entailed a considerable investment of time and money. It was important to determine whether the selection criteria were working, not just for admission, but for continued successful achievement in school, and ultimately into the labor market.

The study has fulfilled its objective of testing the equality of admission and of its relationship to continued achievement. The study has not tested the relationship of admissions criteria to success in the labor market. That is the primary thrust of this final year of the study.

1.2 GOALS AND OBJECTIVES

The stated objectives were set by the (then) Bureau of Vocational Schools at the time the study was started. Each year the objectives were modified to accomodate changes in the admission process and to respond to some new questions. This years objectives wereas follows.

1. To study the relationship of student characteristics and student achievement to admissions criteria for three groups of entering freshmen in the Connecticut Regional Vocational Technical Schools for the purpose of evaluating the admissions criteria and recommending alternatives or modifications.

2. To relate the admissions criteria to post-high school experience of job placement and to post-secondary education.

3. To compare special needs students to other students as related to admissions criteria.

1.3 PROJECT DESIGN

The project was designed in cooperation with the State Bureau of Vocational Planning and Development, State Bureau of Vocational-Technical Schools (now the State Division of Vocational Schools) and an advisory committee.

1.3.1 General Design

The study was a longitudinal study, following students in the Regional Vocational Technical School (RVTS) from one year before admission through their tenure in the RVTS's and into the labor market. Enrollment data on the 1977 enrollees was collected one year after admission, so while the study was underway for four years, it covers a five-year period.

In addition to being longitudinal, it was multi-dimensional in that three seperate classes, students entering the schools in 1977, 1978 and 1979, were included. The groups were randomly selected on a stratified basis by school, by sex, by race and by year. An additional sample of students who applied in 1978 but were not admitted in 1978 is included in the study for comparison purposes.

The three year sample was drawn to permit rather precise analysis of admissions criteria. In each of the three years, minor modifications were made in the admissions criteria which might have influenced the nature of the stu-

dent population. These differences could, therefore, be evaluated. The three year sample also permitted more generalization of findings.

The sampling technique was used to maximize efficiency of data handling as well as to reduce costs. An over-sampling of Hispanics and Blacks by sex was necessary to permit those categories to be treated as unique groups.

In 1978 a data collection instrument was developed and tested. Using this instrument the project staff went to each school and collected data from school records for the pre-determined random sample of students. This assured consistency in the data collection and in its ultimate interpretation. The data was subsequently coded, key punched, verified and entered into data sets.

In 1979, 1980, and 1981, the staff returned to each school and collected achievement data on each student in the sample for the purpose of gathering data to permit relating achievement to the admission criteria.

1.3.2 Findings to Date

The findings of the first year study were in brief:

1. The admissions criteria were not purposefully or inadvertently discriminating against groups by race or sex for the two years of 1977 and 1978.

2. Students who were enrolled[1] in the vocational technical schools in the year 1978 as a group, were academically superior to the students who applied but were not admitted.

3. The very best predictor of admission was the interview. Grades and Academic Test are moderately good predictors, but Attendance was of no valuein predicting admission to the schools.

4. Admission Grades, Admission Test and Interview could not be demonstrated to be good predictors of 9th grade grades.

The findings of the second year study confirmed the results of the first years study. They were:

1. The Admission Criteria was effective in selecting academically qualified students.

2. While the Admissions Test Score was as good a predictor of admission as the Interview, it appears to operate in favor of White students from schools with homogeneous classes.

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[1]Enrolled student is one who was reported enrolled. This is slightly different than admitted. Some students were admitted but did not enroll. These were replaced from each schools waiting list.

3. The admission scores were moderately good predictors of academic grades, but were unable to predict trade grades, the implication was that the admission criteria were not designed to select the potentially best students for the shops. They were operating as one would expect, selecting the most academically qualified and those with certain behaviorial traits. There did not seem to be a high correlation between academic achievement and trade achievement.

4. The Attendance score did not play an important role in affecting admissions or in predicting grades.

In addition, a trial run on a follow-up study was conducted on students who were not in this study. The return from the students who graduated was 67% and from the leavers, (those who did not graduate) was 42%, a return of 82% was obtained from employers. This was an adequate response to justify a follow-up of a portion of the students in the study.

1.3.3 Final Activities

The activities this year included the collecting of school achievement data (grades) for 1981, and verifying and updating data which was missed or appeared to be inaccurate

for the preceeding years. This data was used for additional testing of admissions criteria, comparing across groups and comparing between groups.

In cooperating with the State Department of Education, special needs students in the graduating class of 1981 (those who enrolled in 1977) were identified. This permitted some assessment of this group as compared to other subgroups and the total group.

The project originally was planned to include a complete follow-up study of the complete sample of the 1981 graduating class. A study had been done of what criteria should be used to measure success. A conference was held to synthesize the findings of the study. Success criteria was established. Following this, a questionaire was developed and tested through a follow-up study of a group of students who had graduated from two schools in 1980. Data from graduates, their employers and a sample of non-completers was collected. The data was analyzed to evaluate the process.

1.3.4 Setting

The study is limited to students in the seventeen Connecticut Regional Vocational Technical Schools who sought admission into the regular program. It does not include students in the "shared time" program, in the summer pro-

qram, in the satellite schools or other specially treated groups or individuals enrolled in the schools.

1.3.5 Participants

There are three groups of enrolled 9th grade students and one group of students who applied, went through the admissions process, but were not admitted.

All admitted students in the sample including those who dropped out, were followed for the period of time of the total study. The non-admitted students in the sample were not followed because the data collection would have been very costly and time consuming.

A random sample of admitted students was drawn by school, and this was in proportion to each school's representation of the total number enrolled, as well as by race and sex.

The cooperation with the RVTS has been, and has continued to be carried on through the guidance counselors. Their cooperation has been excellent, and continuity has been assured.

1.3.6 Methods

In this final phase of the study, data on academic grades and trade grades, attendance and completion or non-completion for each class, was accumulated by visiting each school. Prior to the final data collecting, an analysis of

previously data collected from each school was made. This was done to determine what gap existed. Attempts were made to fill such gaps in the final round of data collection. The data was obtained from cumulative records provided by each school. It was then coded, verified and merged with previous data for statistical treatment.

In order to study students with special needs, the State Department of Education provided each school with a list of codes for those students officially defined as special needs students. The codes were kept in the local school. From those lists, each school was able to identify any special needs student who was in the study sample for the class. The student was so identified. This data was to be merged with the sample data for statistical analysis.

Because of budget constraints, the follow-up was conducted using only three schools. Names and addresses were obtained from the students files. Each student was sent a letter of explaination and a questionnaire (See Appendix A). Two additional mailings of the questionnaire, were made in 10 day periods to those who did not respond. Finally a mailing of a brief questionnaire asking only essential information was sent (See Appendix B).

1.3.7 Data Treatment

All data was coded on coding sheets and entered into the computer. Data was carefully checked for entry error and then merged with the data previously collected.

The data treatment used the Statistical Analysis Systems (SAS).

2. FINDINGS

2.0.8 Objective 1

> To study the relationship of student characteristics and student achievements to admissions criteria for those groups of entering freshmen in the Connecticut Regional Vocational Technical Schools and also for the purpose of evaluating the admissions criteria and recommend alternatives or modifications.

To test this objective, the admissions criteria and first year grades were used in a discriminant analysis to see whether or not they were related to the student charactoristics of Race or Sex. Regression analysis was used to evaluate the relationship of admission criteria and grades to Father's occupation.

Absolutely no relationships could be found between admission criteria, grades and fathers occupation. This suggests that none of these variables is in any way related to social status.

The relationship of these variables of race and sex, however, showed a slight level of predictability. For race, Table 1 indicates that for each of the classes there was a moderate prediction level.

TABLE 1

Relationship of Admissions Criteria, First Year Grade Point Average and Race

Year	Order of Entry*	% of Variance Accounted For	Actual % Predicted
1977	Grade, CTBS, ATTEND	20.15	65.78
1978	CTBS,Grades,Interv. Attend,GPA9	12.28	64.98
1979	CTBS,Grades,Attend	18.48	54.33

* Grades=7th,8th grade grades
CTBS=Connecticut Test of Basic Skills
Interv.=Admission interview
Attend.=7th,8th grade attendance
GPA9=9th grade grade point average

The first variable listed is the best predictor. Each subsequent variable added to the predictability.

The Admission test, Grades, Interview, Attendance and first year grade point average acccounted for 20.15% of the variance in 1977 and 65.78% correct prediction could be made for that year. In 1978, this declined to a prediction level of 64.98, and in 1979, to 54.33. In all four years the Admission Test was the item which discriminated most strongly between the races.

The weakest predictor, not even appearing in 1977 or 1979 was the 9th year grade point average. For sex, (table 2), there was even less variance accounted for by the admission criteria. In no instance did the grade point average even enter into the formula. The 1978 measure proved to have the lowest level of prediction and only 44.55% of the time could a correct prediction be made.

TABLE 2

Relationship of Admission Criteria, First Year Grade Point Average and Sex

Year	Order of Entry*	% of Variance Accounted for	Actual % Predicted
1977	Grade,CTBS,Attend	6.68	61.82
1978	Attend,Grade,CTBS	3.34	44.55
1979	Attend,CTBS,Grade	4.71	60.00

* Grades=7th,8th grade grades
CTBS=Connecticut Test of Basic Skills
Interv.=Admission interview
Attend.=7th,8th grade attendance
GPA9=9th grade grade point average

The first variable listed is the best predictor. Each subsequent variable added to the predictability.

The conclusion is that:

1. The Admission Test was acting in different ways for the different races. In general Black stu-

dents scored lowest, Hispanics next, and whites the highest.

2. By implication, the interview ratings and ninth grade academic grade point average acted in the least discriminating way. This verifys the findings of the first and second year which suggested the interview as the "modifyer." This acted to equalize differences which occurred in evaluating the entering grade point average and the score obtained on the admission test.

3. None of the variables acted in such a way as to discriminate between the sexes on admission.

In addition to these statistical procedures, the first year grades in Trade, Trade Related subjects, English, Math, Social Studies and Science were entered into discriminant functions and regressions. In no instance did any variables enter into a formula which would be related to Race, Sex or Father's Occupation.

The weakness of the admissions test was suspected before this study was started. Continuing changes have been made. A unique test, based on objectives, has been under study for the past few years. The findings here lend support to the need to continual study this problem.

2.0.9 Objective 2

To relate the admissions criteria to post-high school experience of job placement and post-secondary education.

Funding would not allow a post-high school follow-up study of all the students who had entered with the class of 1981. Instead, the students admitted in 1977 to three schools, were included. The schools selected were three larger schools, used to give a suitably sized sample, and an adequate representation of the races and sexes. There were 154 students included. Of these, 86 or 56.21% had graduated and 68 or 43.79% had left before completion, and are referred to as "leavers."

The addresses of these students were obtained from the files in each of the three schools. Because the addresses were sometimes two to four years old, not all the files could be locates. They obviously could not be included in the study.

The instrument used to collect data was an improved version of the one which had been developed for experimental purposes in 1981. (Appendix A)

Three sequential mailings of this questionnaire were sent to non-respondents whose addresses were presumed to be valid. As a final appeal, a short form was used to try to obtain at least the most basic data from the largest number possible (Appendix B).

In addition to the response from the former students, their employers were queried with a brief questionnaire that had been pre-tested in 1981 (Appendix C) The employers names were obtained from the responses of the former students.

2.0.10 Response

There were a total of 154 in the sample. The addresses of eight early leavers could not be found, and one student had died. A total of 145 questionaires were mailed. On the first response, it was found that two of the students had transferred to other vocational-technical schools and were dropped from the sample. The total sample was 143. Forty-three persons in the sample could not be located because of changes in address. Just over half of the leavers (51.67) being unaccessable. The overall response rate was 46.85%.

Of the remaining 100, 66 replied for a response rate of 66.00%. Of the graduates, 78.33% responded, while only 52.07% of those who left before graduation responded (Table 3). However, one response could not be used because of missing data. A total of 51 graduates and 15 leavers were included in the study.

2.0.11 Distribution By Sex

Of those who responded, 44 were males and 22 were females. Males responded at a rate of 60.27% and females responded at the rate of 66.67%.

TABLE 3

Response Rate

	Not Accessible	No Response	Responded	Total
N Graduate	13	19	51	83
Row %	15.66	22.89	61.45	100
N Leavers	31	14	15	60
Row %	51.67	23.33	25.00	100
N Total	44	33	66	141
Row %	30.78	23.07%	46.15	100

2.0.12 Distribution By Race

Of those who responded, 32 were blacks, representing 30.19% of the sample, 18 were hispanics accounting for 16.98% of the sample and 56 were whites, representing 52.83% of the sample. The response rate by race was 43.75% of the blacks, 50.00% of the hispanics responded, and 76.79 of the whites.

2.0.13 Description of the Graduates

2.0.13.1 Civic Activities

Only three of the graduates were married and two of those were women.

Of the fifty-one graduates, 18.31% were registered voters, 20.41% of them were active in sports, none were active

in politics, and 4.09% were active in religious or other activities. A total of 15, or 30.8% were engaged in some civic activity.

2.0.13.2 School Concerns

All of the graduates said "yes" when Asked if they had been enrolled in the course they had asked for. Did they really want to work in the occupation they were studying? Yes, said 27, 18 were not sure and 4 said no.

Did they wish they had enrolled in another school? No, said 40, but 8 said yes. Five of those who responded yes wanted to continue their education at a college of their choice but, because the RVTS didn't have foreign language, the students said they couldn't be admitted. Three other students reported having had some unpleasant experiences in the RVTS.

2.0.13.3 After Graduation:

Over 64% or 33 of the graduates were employed full-time. Another 15.69% or 8 were employed part-time (three were also employed full time). Ten, or 19.61% were full-time students and two were part-time students. Four persons were unemployed and one, a woman, was a homemaker. (Table 4).

TABLE 4

Graduate Activities One Year After Graduation

	Number	%*
Employed full-time	33	64.70
Employed part-time	8	15.69
Student full-time	10	19.61
Student part-time	2	3.92
Unemployed	4	7.89
Homemaker	1	1.96

* does not total 100% because of multiple responses

2.0.13.4 Full-time Employed Graduates

The average number of hours worked by the full-time employed graduate was 49.92 hours per week. The average income was $688.81 per month when first employed, but at the time of responding to the survey, it was $800.20 per month, an average increase of $111.39.

Nine of these employed graduates were in apprenticeship programs and 13 were in on the job programs. That means that a total of 22, or 66.67% of the employed graduates were in training.

Over half, 51.85% of the employed graduates were in businesses of less than 100 employees, and the rest were in businesses with over 100 employees. None were in business for themselves. Six did not respond.

The length of employment in their present job was 12.4 months. Fifteen of the employed graduates had jobs before they graduated. It took the rest of them an average of 4.5 months to get their first job with six months being the longest time. Better than 60% of them were still on their first job at the time they responded to the questionaire.

Twenty-five of the employed graduates, or 75.75% felt they needed more training after employment, and 27 or 87.87% wanted more training.

Did graduates like their present jobs? Of the 28 who responded to this question 50.0% said they liked it "very much," 39.3% said "it's ok," and 3, or 10.7% said "not particularly," but none said "no, they didn't like it," (their present job).

When asked if their training in the RVTS was related to their present job, thirty-one responded. nineteen or 61.3% felt it was "very much" or "somewhat" related (Table 5).

TABLE 5

Relationship of RVTS Training to Job

	Number	%
Very Much	8	32.00
Somewhat	7	28.00
Little	3	12.00
Not at all like	7	28.00
Total	25	100

2.0.13.5 Part-time Employed Graduates

Of the eight part-time employed graduates, two were also employed full-time, two were going to school part-time and one was going to school full-time.

The average number of hours per week of employment for those employed part-time was 22.3. The average hourly income when they first started work was $4.64, and at the time of responding to the questionnaire, their hourly income was $5.28 per hour.

Only two felt their job was related to the training received in the RVTS.

The one student going to school full-time was at Computer Processing Institute. Of the two who were going to school part-time, one was in the Junior Apprenticeship Program at A.I. Prince, and one was in a school for Diesel Technology.

2.0.13.6 Full-Time Students

Of the ten full-time students, only two reported they had really planned to work in the occupation for which they were trained in the RVTS. It was not clear whether or not they had intended to go on to post-secondary school at the time they were attending the vocational-technical school. The schools they attended are shown in Table 6 The programs of study in which the students were enrolled is shown in Table 7

TABLE 6

Schools in which Graduates were Enrolled

1. Mattatuck Community College (1)
2. Waterbury Technical College (2)
3. OIC (1)
4. Greater Hartford Community College (1)
5. Tunxis Community College (1)
6. Stone School (1)
7. Kaynor Post-Graduate (1)
8. Lincoln University (1)
9. Penn State University (1)

TABLE 7

Educational Objectives of Graduates

1. Mathematics (1)
2. Electrical Engineering (2)
3. Clerical (1)
4. Business Administration (1)
5. Communications (1)
6. Retail Management (1)
7. Welding (1)
8. English (1)
9. Psychology (1)

Four of the students were studying for a bachelors

degree, two for an associates degree, 3 for certification and one for employment.

Five graduates reported their post-high school education was related to their studies in the RVTS, five said it was not.

Four of the students had had employment before going to school, but none of the jobs was related to the training at the RVTS.

2.0.13.7 Part-Time Students

Two graduates reported part-time schooling and were not employed or going to school. Four of the part-time employed graduates were also part-time students. (See Part-time Employed, above). In both instances, the educational goal was a bachelors degree. One was at Waterbury Technical College, and one was at Central Texas College, one in Mechanical Engineering and one in electronics. Both felt their training in the RVTS was closely related to their post-high school work.

2.0.13.8 Unemployed Graduates

Three students reported themselves as unemployed. None were married, none were registered voters, none were engaged in volunteer activities. All reported they received the training they had asked for and two had really planned to

work in the area in which they were trained. Three wished they had attended another school, two because they had wanted to go on to college, but weren't prepared to do so, and one did not say.

All three said they were seeking employment. One wasn't employed because there were no jobs. One felt the need for more training, and one returned to high school to obtain credits in order to enroll in college.

2.0.14 Summary of Graduated Students

Only 4.17% of the graduates were unemployed. The rest were either employment or in school and one was a homemaker.

While not very active in civic activities all of the graduates but the two who were unemployed were making good progress as illustrated by increased income or credits and hours of schooling completed.

Education or training seemed important to graduates. Besides the 25% enrolled in school, 68% or 17 of the employed students were engaged in apprenticeship or on-the-job training, and 12 wanted more training.

2.0.15 Leavers

While 69 of the 151 in the original sample were leavers, only 29 of them could be located. Of these, only 15 responded to the questionaire. The students had left the

RVTS as follows: 1977 - 4, 1978 - 3, 1979 - 6, 1980 - 1, 1981 - 1.

2.0.15.1 Civic Activities

One woman from this group was married. Four or 26.7% were registered voters. Over half of this group (8), were engaged in some volunteer civic activity, six in sports, two in church activities.

2.0.15.2 School Concern

Eleven of the leavers felt they had been enrolled in the occupation they had preferred, but five felt they hadn't. Eight of the leavers had really planned to work in the occupation in which they were enrolled in the RVTS.

The reasons given for leaving were:

1. Absence (1)
2. Poor academic record. (4)
3. Transferred to another high school. (1)
4. Changed educational plans. (2)
5. Didn't get shop choice. (1)
6. Personal. (1)
7. Tools were stolen and was told not to return without own tools. (1)
8. Too much drugs in the school. (1)
9. Jailed. (1)

The group reported the following activities after leaving the RVTS.

1. Graduated from High School (5)
2. Still enrolled in High School (1)
3. Left before graduating (2)
4. Took a job (4)
5. Other (1)

The students activity at the time of completing the questionnaire is shown in Table 8

TABLE 8

School Leaver Activities at the Time of Completing the Questionnaire

	Number	% *
Employed Full-Time	5	33.33
Employed Part-Time	4	26.67
Student Full-Time	4	26.67
Student Part-Time	1	6.67
Unemployed	3	20.00
Homemaker	1	6.67

*Does not equal 100 because one person employed full-time and two employed part-time were also part-time students.

Since these numbers are so small, a detailed analysis by group is not justified. Only general frequencies are reported.

All five leavers who were employed full-time were in either an apprenticeship program or in an On-the-job training program. Four were in businesses of less than a hundred, and one was in a business over 100. The average monthly wage of employed students upon being employed was $624.33 and on the monthly wage at the time of reporting was $708.33. Three of the employed students felt they had experienced discrimination sometime during their employment.

Only one of the leavers thought the RVTS had given a preparation for employment. Five wanted more training. Three leavers liked their present job, five thought it ok, and four disliked their jobs.

Five leavers went on to post secondary schools, attending the schools indicated in table 9

TABLE 9

Post-high-schools Attended by Leavers

1. Waterbury State Technical College (1)
2. Central Connecticut State College (1)
3. Technical Career Institute (1)
4. Pennsylvania State University (1)
5. Hartford State Technical College (1)

The educational goals were, Bachelors degree (2), Associates Degree (2) and Certification (1)

Of the three unemployed leavers, only one had been employed, the two who had not been employed reported they needed training in order to be employed.

2.0.16 Comparison of Graduates and Leavers

Most of the graduates were employed or going on to school. The pattern of activities is different than that of the general high school. About twenty-four percent of the rvts graduates go on to post-secondary education while approximately sixty percent of the students from suburban high schools continue their education[2] The RVTS students tend to go to two year colleges or less, while over half of the suburban graduates go on to four year colleges.

Well over half of the RVTS graduates (64%) get employed either before they graduate or shortly thereafter. They also tend to be employed in occupations which are "very much" or "Somewhat like" the occupation for which they received training. In general, the RVTS graduates seem quite satisfied with their training and their jobs. Employers, too, rate them quite well, and see them as having grown in their attitudes and skills while employed. A substantial

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[2]Whinfield, R.W., Horowitz, A.R. "A Study to Assess the Occupational Needs and Vocational-Technical Training Programs in a Nine Town District of the Hartford, Connecticut Labor Area," 1982, Manuscript

percentage of students (66%) were engaged in training related to their employment.

The leavers showed a somewhat different picture of activity after leaving school than did the graduates. The most salient observation seems to be that the leavers are not necessarily failures or students with low grades. A larger percentage of leavers than graduate included in this study went on to post-secondary education. Like the RVTS graduates they tend to go to the two year college or less. But a larger percent of leavers were also unemployed. This suggests there are at least two different catagories of leavers, those who have academic ability and those who had academic or learning problems. There are other known catagories as well, such as students who move away, those who leave because of health, those who leave because of discipline problems, and others. These later catagories were not prominent in this study.

Both successful and unsuccessful students leave the RVTS. A recent study[3] shows that it is very difficult to predict the leavers based on grades. What happens to the leaver as shown here, may suggest why prediction is difficult. They do not have many common charactoristics. It is possible that some brighter students may not be challenged enough so

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[3]Perlotto W. L., "A Comparison of Persisters and Leavers in Connecticut's Vocational and Technical School System", Doctoral Dissertation, University of Connecticut, 1982.

they leave, and then succeed elsewhere. Others find the school too challenging and also leave, but they may not fare as well as those who stay in the schools.

2.0.17 Responses to Employers Questionaire

Employed persons, both leavers and graduates gave the names and addresses of their employer. The employers were contacted with a brief questionaire (Appendix C). Of 45 employers contacted, 23 or 51.1% responded with useable responses. five employers indicated that they had company policies which prohibited their participation. There was no second mailing.

The questionaire was designed to measure how the employer viewed the employee at the time of employment, and then at the time the questionaire was completed which was approximately one year after graduation. This made it possible to determine whether or not the employers found any change over time. A three point scale was used for the evaluation, 1=Poor, 2=Average, 3=above average. The results of the returns are shown in Table 10

In every instance but one, the employed graduates had higher mean scores than the employed leavers. The exception was on the quality of "Ability to communicate" at the time of employment. One year after graduation the situation had been reversed. The differences between the mean scores are

TABLE 10

Means of Employers Responses

	Begin grad	Begin leav	Now grad	Now leav
Job skill	2.06	2.00	2.69	2.33
Attitude toward work	2.47	2.16	2.23	2.00
Quality of work	2.17	2.00	2.50	2.17
Potential for advancement	2.35	2.00	2.26	2.00
Problem solving ability	2.05	1.83	2.31	2.17
Ability to get along with others	2.35	2.33	2.63	2.33
Ability to get along with superv	2.50	2.33	2.75	2.33
Ability to communicate	2.25	2.33	2.44	2.33
Ability to adapt to changing job	2.43	2.00	2.50	2.16

not statistically significant at either the time of employment or one year after graduation as measured by the F-Test.

To determine whether or not the graduates had improved more or less than the leavers in the qualities measured, a comparison of graduate and leavers was made of their change scores (the differences between the employers evaluations on employment and one year after graduation). The results are shown in Table 11

A T-Test measure was used to determine whether or not the differences were statistical significant at the .05 level. Two items were found to be significant, the "Attitude toward work" and the "Ability to get along with supervisors." In both instances the employed graduates had significantly higher mean change scores than the employed leavers.

TABLE 11

Comparison of Graduates and Leavers on Differences in Employers Ratings

	Begin		Now	
	Grad	Leave	Ttest	l.s.
Job skill	0.53	0.20	0.45	0.41
Attitude toward work	0.06	0.20	0.62	0.01
Quality of Work	0.31	0.20	0.79	0.10
Potential for advancement	-0.1	-0.2	0.58	1.00
Problem Solving ability	0.25	0.40	0.74	0.40
Ability to get along with others	0.25	0.00	0.50	0.50
Ability to get along with superv	0.20	0.00	1.00	0.02
Ability to communicate	0.20	0.20	1.00	0.71
Ability to adapt to changing job	0.06	0.00	0.33	0.33

2.0.18 Evaluation of Success

To measure success, a conference of a group of widely selective persons from business, industry, education and government was held in 1978 to identify the objectives which should be achieved by the RVTS students. The participants also identified the criteria to be used in measuring the objectives. The criteria and their measurment used for each are as follows:

1. Academic Skills - as measured by successful completion of school and employers ratings.

2. Occupational skills - as measured by employers ratings

   a) Be immediately productive - as measured by length of time to get employment, and by employers ratings

b) Be continuously productive - as measured by continuing employment and by employers ratings

c) Be able to grow in occupational skills - as measured by employers ratings

d) Be able to adapt to change - as measured by employers ratings

3. Citizenship - as measured by activities engaged in

4. Personal and interpersonal relationships - as measured by employers ratings

5. Be responsible in attendance and job and school completion - as measured by school attendance and employers ratings

6. Be a life-long learner - as measured by student reported educational activities

The usual criteria used to measure vocational education success, of obtaining employment in the area in which the student was trained was not included by the confrence participants as one of the objectives, but was implied by 2a. Nor was the earnings of the students included by the conferees. The group was more conserned with the quality of the services performed than with student income.

The actual measure of the success of the graduates follows.

2.0.18.1 Academic Skill

Overall, 68.18% of the students who entered the three schools with the class of 1977 graduated.

The successful completion of four years of high school is a demonstration of academic ability. The grade distribution was that of a normally distributed curve.

The number of school leavers was higher than for the general high schools, but those who left were not necessarily failures as shown above.

2.0.18.2 Occupational Skills

1. Be immediately employable.

There were 51 graduates included in the study. thirty-three or 64.1% were employed full-time. This is substantially more than for many of the general high schools in the state. Fifteen of these reported that they had jobs before graduation. The average length of time for the remaining eighteen to get jobs averaged 4.5 months. Sixty percent of the employed graduates were in jobs "very much" or "somewhat" like the job for which they were trained in the RVTS's. Of those

graduates in the follow-up study who were not employed, eleven went on to school. Almost half of these were enrolled in subjects similar to what they had taken in the RVTS.

The schools are performing the function for which they were designed; job skill preparation.

2. Be continuously productive.

Unemployment of the graduates at the time of the survey was 7.89%. The rest were working, going to school or doing both.

Those who were working were judged by their employers on the quality of work scale to have entered at an above average level and to have grown slightly. All of the employed students had been continuously employed, though five students had had two jobs since graduation

There appears to be continuous employment.

3. Be able to grow in occupational skills.

The employers rated the students at just average on their job skills when they were employed but those ratings had improved after employment, and were well above average.

The students were able to grow in occuational skills.

4. Be able to adopt to change.

The employers rated the graduates high on this scale at the tme of their employment, and even higher at the time of their response. The employers ranked the graduates as improving on all but one measure of the survey.

The graduates were able to adapt to change.

2.0.18.3 Citizenship

The measure of citizenship were whether a graduate was a registered voter and whether graduates were engaged in civic activities.

Only 16.98% of the graduates were registered voters and only 30.08% of them were engaged in some civic activity; two-thirds in sports, two, or 3.92% religious activities, and none in civic or political activities.

Graduates were not engaged in civic activites at a significant level.

2.0.18.4 Personal and Interpersonal Relationships

Employers responded that the students were about average on their relationships with workers and with supervisors at the time of their employment. This rating improved for relationships with both workers and supervisors. In fact these were the two highest rankings on the scale.

A generalized question of "Are you happy?" was asked of the graduates. On a four-point scale, forty six persons responded with a mean of 2.11 (1 = very happy, 2 = happy, 3 = somewhat happy, 4 = unhappy) They were more than somewhat happy. 2.5 is the scale mean, so the group was somewhat above average.

The graduates demonstrated that they had good personal and interpersonal relationships on the job.

2.0.19 Be Responsible in Attendance and Job and School Completion

The absence record in school was an average of 8.4 days the first year but increased each year. It was 10.1 days in tenth grade,11.2 days in eleventh and 13.5 days absent in twelfth grade.

Employers reported the quality of the employed students work was average upon employment but improved. The attendance record in school is not commendable. But the performance on the job seems adequate.

2.0.19.1 Be a Lifelong Learner

Almost twenty-five percent of the graduates were enrolled in post-secondary education, including some of the employed. Of the employed students, two-thirds were engaged in some kind of on-the-job training. In addition, almost seventy percent of the employed students reported that they were anticipating more training.

Education seemed to be a very important part of the lives of the graduates.

On almost all of the objectives identified as important to success the students performed well. The general conclusion is that the schools are performing the functions for which they are designed, in a commendable fashion.

2.0.20 Objective 3

To compare special needs students to other students as related to admissions criteria.

2.0.20.1 Special Needs Students

An attempt was made to identify the special needs student in the graduating class of 1981. Each school was sent a list of the names of students in the sample and asked to identify each student who appeared on the SEMIS List for their school. In this manner, fourteen special needs students were identified. at the time these students were

admitted, the RVTS's were just beginning to accept students with special needs, and the identification process was quite primative. In subsequent years the schools have been taking increasing numbers of special students and the identification process has improved. The schools also have been providing them with ever increasing and improving services.

Though fourteen is a small number of students on which to make comparisons, it none-the-less appears to be representative for that year.

Comparisons were made between the special needs students and other students on the admission variables, ninth grade grade point average and on the mean grades achieved in high school for mathematics and science (Table 12). Since the group was so small, no comparisons were made of the subgroups of race and sex.

Using T-Tests to compare the means, four items were identified on which the special need student differed significantly from the regular students; their attendance in seventh and eighth grades were poorer, they scored lower than the regular students on the interview, and they had lower mean grades on both mathematics and science while in high school.

The fact that no significant differences were found on the other variables is what is important. The special needs students admission test score and their seventh and eighth

TABLE 12

Comparison of Special Needs Students with Other Students on Admission, and Achievement Variables, Class of 1981

	means		ttest	level of
	Special	Regular	score	signif
Admission Test	15.17	21.06	2.39	0,100
Admission Grades	21.69	22.60	1.32	0.385
Admission Attendance	8.14	7.66	7.38	0.001*
Admission Interview	14.25	22.05	6.74	0.004*
Trade Grade Average	3.04	3.67	1.24	0.512
Academic Grade Average	2.77	3.39	1.13	0.670
Math Grade Average	1.79	2.28	7.93	0.001*
Social Science Grade Average	2.39	2.44	1.50	0.402
Science Grade Average	2.39	2.41	3.66	0,011*
English Grade Average	1.82	2.19	2.04	0.139

* statistically significant

grade grades were not significantly different than the regular students'. Their over-all academic grade point average, their trade grade average and their english and social science grades in high school were not significantly different than the regular students. It appears that the special need students are students who have somewhat unique deficiencies. They can and do successfully complete their schooling.

2.0.21 Objective 4

To study the differences of the admissions criteria and other selected variables..

Two different conserns were reviewed for this section, a brief look at the leavers and the relationship of the admission criteria to selected employment variables.

2.0.21.1 School Leavers

The leaver problem was reviewed by William Perlatto, and in the second report of this study. In neither case was it clear that there was a relationship between the admission criteria and school leaving. The major comment to be made here, is that the school leaver problem needs to be addressed further.

Of the the class of 1981 the sample included 572 students. Of these three hundred and ninety or 31.82% did not complete. This is a relatively high percent as compared to most general high schools in Connecticut. In the previously cited study,[4] it was found that over a four year period, the drop-out rate for the nine town area was 7.3%.

Of more significance, perhaps, is the distribution of the leavers by race and sex. Table 13 displays these figures.

TABLE 13

Class of 1981, School Leavers and Graduates

	Black Male	Black Female	Hisp Male	Hisp Female	White Male	White Female	Total
Graduate	26	23	26	13	253	49	390
Col %	61.90	57.50	61.90	52.00	73.76	61.25	68.18
Leavers	16	17	16	12	90	31	182
Col %	38.12	42.50	38.10	48.00	26.24	38.75	31.82
Total	42	40	42	25	343	80	572

[4]Whinfield, R.W.; Horowitz A.R, Op. Cit.

The group which had the smallest percentage of leavers were the white males (26.24%). The group with the largest percentage of leavers was the Hispanic females (48.00%), which also had the smallest enrollment to begin with. Females left in larger percentages than did males. Almost forty-two percent of the females left, while only twenty-nine percent of the males left.

Just how this is related to the admission criteria is not clear. It will be recalled that there was some difference in predictive levels of entering races and sex, which might indicate that there is some kind of a relationship between the admission criteria and leaving before graduation.

If there is no relationship between the admission criteria and leaving, the difficulties may be related to the curriculum, the social atmosphere, or some other school related charactoristics. There is enough difference among the leaving rates of the races and sexes to suggest that there be some additional study of what may be a problem.

2.0.21.2 Relationships of Admission Criteria to Employment Variables

It was shown in the discussion of the Follow-up portion of this study that the students were achieving well after they left school. But there was no indication of how that related to the admission criteria. To explore this problem, the admission criteria as well as academic

GPA and average trade grade for the twelfth year were compared to three employment variables. The F-Test was used for making statistical comparisons of the means. The employment variables used were 1) the salary of the employed graduates one year after graduation, 2) The mean of the employers ranking one year after graduation and 3) The length of time in months that it took the employed graduates to obtain a job. Table 14 shows the results of the comparisons.

TABLE 14

Comparisons of Admission variables and 12th Grade Grades to Job Related Variables

	F-Scores		
	Income	Employer Ratings	Time to Get job
Admission Tests	0.88	0.31	1.04
Admission Grades	0.64	0.16	1.34
Admission Attend	0.26	0.93	0.02
Admission Interv	1.30	0.90	0.66
Academic GPA-12th	5.81*	1.63	0.56
Trade Grades-12th	0.51	4.70	4.70

* statistically significant difference

The only statistically significant relationship is that of income and Academic GPA. This indicates that the higher the GPA, the higher will be the income.

Since the higher the F-Score, the greater the relationship, it can be seen that the relationship between the employers rating and the Trade Grade approaches significance.

One must be cautious about drawing any important conclusions relative to the relationship between grades and income, or between trade grades and employers ratings and trade grades and time to get the first job. One can be quite confident that there is no significant relationship between the three employment variables and the admission criteria.

3. CONCLUSIONS AND RECOMMENDATIONS

The general conclusion is that the admission criteria are acting in a very positive way, and that no major changes should be made at this time. Making the admission tests culturally unbiased is the most important activity to be undertaken. There are however, some conclusions and recommendations which should be considered.

3.1 CONCLUSIONS

3.1.1 Use of the Criteria in Admissions

From the preceeding years of the study it was shown that the admission criteria and proceedure worked very well. Students were selected and admitted by race and sex in

almost precisely the same proportion as they applied. No socio-economic variables or previous school variables other than grades were shown to be related to the admission criteria.

There were two very strong predictors of admission from among the four criteria, the admission test and the interview. Had only the admission test been used, indications are that there might have been some advantage for white applicants both male and female. The interview seemed to serve as a mediating variable to offset the possible bias of the admission test.

This mediating influence was particularly important for marginal students, those who were near the cutoff score. Students with good grades in seventh and eighth grade and had high test scores were very apt to be selected for admission. Only if the interview was very negative would such a student be refused admission.

The importance of the admission process has been dependent upon the numer of applicants. The fewer the number of applicants, the less significant the admission proceedure. The proceedure would not be at all important if all the applicants would be accepted. But since some schools might be required to select one out of every three students who apply, the admission proceedure continues to be quite important.

As long as there are more applicants than there are openings there will continue to be a need for a careful screening process. It has been the consistant finding of this research that the interview continue to be used. The only alternative to that position is when and if a test can be found which is culturally fair.

The admission tests have undergone continual modification. During the course o;f this study, steady progress was seen in the fairness. But for the group which entered in 1977, 1978 and 1979, test fairness had not been achieved.

The admission criteria does not prohibit the admission of students with special needs. Such students tend to have lower scores on all of the criteria scales, particularly the interview. This is the one potential weakness of the interview. For the special needs student the test scores and previous grades tend to modify the interview score.

It must be recognized however, that the admission process provides for schools to make exceptions to simple cutoff scores. Admissions Advisory Committees were given some powers in modifying the direct application of the cutoff score. Several of the Committees made exception for special needs students, women and/or minorities. This was no doubt an important factor in obtaining equality among the races, and providing for increased numbers and percentages of women and special needs students.

3.1.2 Admission Criteria as Predictors of Success in school

Only moderate prediction of the ninth grade academic GPA could be achieved using the admission criteria. Trade grades could not be predicted at all using the admission criteria. For the tenth, eleventh and twelfth grades the previous year grades could predict the subsequent year grades, and the admission criteria could improve that prediction slightly, particularly the admission test. Each year that the students were in school, the relative importance of the the admission criteria in predicting grades deteriorated.

The prediction of grades by race and sex indicated some difference in the relationship of the variables, but those differences were not significant. Grades of black students were somewhat more predictible than grades of either hispanics or whites. Grades for females were more predictable than for males.

Prediction of school leavers could not be made using the admission criteria or previous year grades.

As already noted, the admission criteria deteriorates as predictors of success in subsequent years of school. It was of very little value in predicting success after graduation, except by inference. Trade grades were positively but not very strongly related to employers evaluation of graduates

skill and abilities. This prediction was only slightly enhanced by the admission criteria. There was a much stronger relationship between twelfth grade academic grades and salary one year after graduation, again enhanced by the admission criteria, but not significantly. The inference that the admission criteria is related to success after graduation is that there is a consistant relationship between admission criteria and grades. Since there is a relationship between grades and post high school experiences one can infer a relationship between admission criteria and post-graduate success, but not with any confidence.

3.2 RECOMMENDATIONS

3.2.1 Use of the Admission Criteria

on almost all counts, the admission criteria and proceedure has been demonstrated to be fair and equitable and should be continued with most of the elements in about the same proportional value as has been applied in the past.

1. The admission test was shown to have the greatest overall impact on whether or not a student would be selected for admission. While the interview was a slightly better predictor, it was only because the interview mediated the effects of the admission test. Students with high test scores were very likely to be accepted. The one problem which appeared was that the test tended to favor the white student.

The use of the admission tests should continue, with a continuing effort to make the test culture free.

2. Grades, averaged from the seventh and eighth grades was also a strong predictor of admission, but not as strong as the test or the interview. The continued use of this criterion is important. It provides a long range measure of academic ability, while the test measures only two academic abilities at one point in time. Students who have test anxiety or were not feeling well on the day of the test are given a fairer chance when the grade is used.

   The use of grades is not without some problems. It was found that sending schools vary considerably in how they grade students. It might be possible to weight the grades of the sending schools, but with the use of several admission criteria, this doesn't appear to terribly important.

3. The Interview is a strong predictor of admission, but cannot be used to supplant the use of the tests and grades. It is of particular value for the marginal student and tends to accomodate minorities and women. Students with special needs

tend to score lower than regular students on the interview.

It is recommended that the use of the interview be continued, partiularly with the marginal students. Its subjective charactor does not seem to be a disadvantge.

4. Attendance as a part of the admission criteria or for prediction of school success does not appear to play any signicant role. The variable was scaled badly when used for admissions, but even when attendance as measured in number of days absent was used in prediction formulas it was not a useful measure. It did indicate that it might be workinq against females.

Attendance as an admission criterion should be dropped.

3.2.2 Other Criteria

1. The present admission criteria is based to a very substantial deqree upon academic ability, particularly mathematics and readinq ability. While the schools have a large potion of their instruction in academic subjects, the primary mission of the schools is job skill instruction. The exclusive

use of academic achievement as the measures used for admission may be a disservice to certain students. A small piece of the study reveals that special needs students, for example, had significantly lower grades than regular students on both mathematics and science. Yet by the time they were in the twelfth grade there were only very slight differences on trade grades.

This suggests the need for continually searching for measures of job skill potential.

2. While the the distribution of students admitted to the schools was directly related to the pool of applicants, based on race and sex, it is not clear that the pool of applicants is representative of the race proportions of the population of the state.

It is clear that the distribution of sexes is not proportionate to that of the population. While there has been steady positive progress in the female representation, there is still much to be done. It is recognized that achieving such representation is not the sole problem of the schools. Before large numbers of females can be enrolled in traditionally male occupations there must be some assurance that there will be jobs

available for them. Employers need to find ways to be able to accept females. Only then should the schools train large numbers of females in traditionally male occupations.

3. While the study is generally laudatory of the admissions criteria and process, it should be remembered that it is a study of the system and not the individual schools. Not all of the schools are operating with equal effectiveness.

   It is recommended that there be a continuing study of the admissions criteria and process. It should not be the goal to have all schools operate in the same manner or apply the criteria in the same manner. They are not the same, and serve different popluations. It is through the encouragement of experimentation that the criteria will continue to be improved.

4. There is a need to explore the reasons that almost one-third of the students admitted, leave before graduation. The admission criteria are selecting students in proportion to the distribution of race and sex applications. But the minority races,and females leave the schools in larger percentages than do white males. If the admission criteria is operating well, then there must be other factors

about the schools which are related to that leaving.

This needs careful and continuing study.

5. Most of the data used in this study should be stored either by the schools or the central office in computer useable form, along with other pertainent data. This would permit the continual study of student and group progress. Continual evaluation of the system and of each of the schools would be possible.

Appendix A

STUDENT FOLLOW-UP LETTERS AND QUESTIONAIRE

First Letter

The University of Connecticut

STORRS, CONNECTICUT 06268

SCHOOL OF EDUCATION
Department of Higher, Technical and Adult Education

Dear

It's been a year since your class graduated from A.I. Prince Regional Technical School.

The University of Connecticut is cooperating with Dr. Lewis Randall, Director of A.I. Prince in conducting a study of what has happened to its graduates. The purpose is to help improve the schools services to present and future students.

Enclosed is a questionnaire which we'd like you to complete. It looks long, but it's easy, and will take less than IO minutes to fill it out.

We will collect your completed questionnaires along with others and work with the staff at A.I. Prince in analyzing and interpreting the responses.

Would you fill out the questionnaire now, please, and return it in the enclosed envelope as soon as possible in the following manner:

1. Most items require only a mark (X) to give an answer. Please read all answers before marking the one which applies to you.

2. Some questions may not apply to you. Please follow the instructions on "GO TO."

3. Please write legibly on the few items which require written words.

Your help will be greatly appreciated.

Sincerely,

Richard W. Whinfield

Richard W. Whinfield,
Professor

RWW:jlb
Encl.

Second Letter

The University of Connecticut

STORRS, CONNECTICUT 06268

SCHOOL OF EDUCATION

May 10, 1982

Dear

A while ago we sent you a questionnaire about your experiences in the Regional Vocational Technical School and what's happened to you since then.

Maybe you've returned it and we haven't received it, or you lost it. We really would appreciate hearing from you. It's important to the school. Won't you please give a few minutes to complete this, and return it to us in the self-addressed envelope.

Thanks so much!

Sincerely,

Richard W. Whinfield
Professor

RWW:ccp
Encl.

Third Letter

The University of Connecticut

STORRS, CONNECTICUT 06268
SCHOOL OF EDUCATION
Department of Higher, Technical and Adult Education

May 26, 1982

Dear

Won't you please take a couple of minutes to complete the enclosed? Your response is important in helping Kaynor Technical School improve its program.

Thanks a lot!

Sincerely,

Richard W. Whinfield
Professor

RWW:ccp
Encl.

RVTS STUDENT FOLLOW-UP QUESTIONNAIRE

ABOUT YOU

NAME_____DATE_____

1. Married? Yes_____ No_____ Number of Children_____

2. Are you a registered voter? Yes_____ No_____

3. Are you active in any volunteer, civic, social, sports, church and/or technical organizations? Please name _____

ABOUT THE REGIONAL VOCATIONAL TECHNICAL SCHOOL (RVTS)

4. Occupational area studied in RVTS_____

   Was this the course you wished to take? Yes_____ No_____

5. At the time you were assigned your course, did you <u>really plan</u> to work in that occupation after high school?

   Definitely_____ Not Sure_____ No_____

6. Did you graduate from RVTS? Yes_____ No_____

If Yes:

What year?_____

Did you wish you had attended another school? Yes___ No___

If yes, why?_____

_____

_____

If No:

Year you left_____

Reason for leaving_____

What'd you do after leaving RVTS?

a. Graduated from H.S. _____
b. Still enrolled in H.S. _____
c. Left before graduating _____
d. Took a job _____
e. Other_____ Explain_____

_____

ABOUT YOU AFTER LEAVING THE RVTS

7. Are you presently: (check all that apply)

Employed full-time ___ Part-time ___ Num. hours per week _____
Student full-time ___ Part-time ___ Num. hrs/credits _____
(other than on-the-job) (Circle One)
Unemployed _____
Homemaker _____

8. IF EMPLOYED FULL-TIME OR PART-TIME (If not, go to 9)

a. Present occupation (auto mechanic, machinist, sales clerk, etc.)

_____(apprentice? Yes___ No___
on-the-job training? Yes___ No___)

b. Name of immediate supervisor_____

c. Employer (company or organization)_____

d. Employers Address:

Street_____

City(Town)_____

State_____Zip_____

Size of Business (Num. Employees)

Less than 10	_____
10-50	_____
50-100	_____
Over 100	_____
Self-Owned	_____

e. How long have you been at your present job? _____Months

f. Is this your first job after graduation or leaving school?

Yes_____ No_____ If no, how many others have you had?_____

g. How long after leaving school before getting a job? _____

h. About your salary (gross -- not take home pay)

		when first employed	present
choose one category	per hour	_____	_____
	per week (less overtime)	_____	_____
	per bi-weekly (less overtime)	_____	_____
	per month (less overtime)	_____	_____
	per year (less overtime)	_____	_____

i. Is your present job the kind you prepared for in the RVIS?

Very Much ____ Somewhat ____ Little ____ Not at all ____

j. Did your present job require additional training?No__Some__Much__

k. Do you plan on obtaining further job training? Yes_____ No_____

l. Do you like your present job? Very Much ____ It's ok ____

Not particularly ____ No ____ If no, why not?_____

m. Have you experienced any discrimination in hiring, promotion, salaries or further training since being employed? Yes____No____

9. IF A FULL-TIME OR PART-TIME STUDENT (If not, go to 10)

a. School (or training program if in business or industry) in which enrolled_____

b. Major area of study_____

c. Goal sought: _____ Bachelors Degree
_____ Associate Degree
_____ Certification
_____ Other (Explain)_____

d. Is your school or training program related to your trade program in the RVTS? Yes_____ No_____

10. IF UNEMPLOYED OR ENGAGED SOLELY AS A HOMEMAKER

a. Have you been employed since leaving school? Yes ____ No ____

If yes, why did you leave? Laid Off___ Quit___ Fired___ Other___

If yes, was that job related to your training in the RVTS?

Very Much ____ Somewhat ____ Not At All ____

b. Are you seeking employment now? Yes____ No____

If yes, what barriers have prevented you from obtaining employment? (Check all that apply)

_____ 1) have been promised a job and am waiting
_____ 2) no jobs available
_____ 3) lack of adequate training
_____ 4) discrimination, race___, sex___, other(Specify)_____
_____ 5) health reasons
_____ 6) other_____

If no, why not?_____

11. Would you consider yourself as being Very Happy ____ Happy ____ Somewhat Happy ____ Unhappy ____ in your present activities?

THANK YOU!

Please Return in Pre-Addressed Envelope.

Appendix B

SHORT FORM FOLLOW-UP LETTER AND QUESTIONAIRE

The University of Connecticut

STORRS, CONNECTICUT 06268
SCHOOL OF EDUCATION
Department of Higher, Technical and Adult Education

June 5, 1982

Dear

In checking our returns from former students of vocational training programs at A.I. Prince Vocational School, we find that we do not have information about you.

If you still have the questionnaire we sent you in May, we hope you will complete it and return it to us. If you have misplaced or lost the questionnaire, please take two or three minutes to check the answers to the few brief questions at the bottom of this page and send it to us soon.

A self-addressed stamped envelope is enclosed for your prompt reply.

We hope to have a complete response from the former students.

Sincerely,

Richard W. Whinfield
Professor

1. I am ____employed full-time ____attending school full-time ____homemaker

   ____employed part-time ____attending school part-time

2. If employed, my job is_____
   (Title or Type of Activity)

2a. I have had this job since_____
   (Month) (Year)

   With: Name of Company or Organization_____

   Address:_____

   State_____Zip_____

3. My work is related ___directly, ___somewhat, ___little, ___not at all to my vocational training in school.

4. My approximate gross earnings (less overtime) are $_____per week.

NAME_____

Appendix C

EMPLOYER FOLLOW-UP LETTER AND QUESTIONAIRE

The University of Connecticut

STORRS, CONNECTICUT 06268
SCHOOL OF EDUCATION
Department of Higher, Technical and Adult Education

June 11, 1982

Dear

As of , , a former Vocational Technical School student was an employee of your organization. As part of a State-wide study we would like to know how this person has been doing. If the person is unknown to you, would you pass this on to one of his supervisors who could respond.

Below is a list of performance measures. Because we are interested in his/her performance over time, we would like these evaluated by you as you perceived them, first at the time of his employment and secondly as now. If he/she is no longer employed by you, please complete the section "upon employment."

Just check the appropriate box, in each of the set of measures (upon employment and now).

Thank you,
Sincerely,

Richard W. Whinfield
Professor

1 = Below Average 2 - Average 3 = Above Average

Is this person still employed by you?

Yes_____ No_____

	Upon Employment			Now		
	1	2	3	1	2	3
Job Skills						
Attitude toward work						
Quality of work						
Potential for advancement						
Problem solving ability						
Ability to get along with fellow workers						
Ability to get along with supervisors						
Ability to communicate						
Ability to adapt to changing job roles						

What could the regional technical schools have done to improve this persons abilities to perform more effectively? _____